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Speak out in English

engaging

10

Porto Editora

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Spoken Interaction

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Spoken Production

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Spoken Interaction

General tips on how to ace speaking with a partner

1 **Read the following tips and tick the ones you could do to improve speaking with a partner in English.**

a. ☐ Work with someone who has a similar English level to yours so that you don't feel discouraged.

b. ☐ Share speaking time with your partner. Avoid the temptation to dominate the conversation.

c. ☐ Involve your partner in the conversation if they are feeling very nervous.

d. ☐ Avoid the urge to interrupt or correct so that your partner doesn't forget what they are saying.

e. ☐ Just keep talking even if you forget a word or make a silly grammar mistake. Your partner will still understand what you are trying to say!

f. ☐ Avoid answering questions in a short way:

1. Wrong approach

Speaker A: "Do you like social media?"
Speaker B: "Yes!"

2. A bit better

Speaker A: "Do you like social media?"
Speaker B: "Yes! I use it every day!"

3. The right length

Speaker A: "Do you like social media?"
Speaker B: "Yes! Actually, I use it every day. I think it's a wonderful way to keep up to date with the world and our friends of course and also to share the things that we feel strongly about and that are important to us with others."

TIPS *to make you sound more confident*

a. Check how to pronounce the words that you want to say so that your partner understands what you mean. You can do this on an online dictionary: by clicking on a word you can hear a native speaker pronounce it. There are usually two options: British & American English.

b. Face your partner. Nod, smile, look interested so that you encourage him / her to keep speaking and know how to react to what they are saying.

c. Try to include examples of natural speech every now and again.

Useful language functions:
Basically, I mean... • *So, I...* • *Actually, what I'm trying to say is...* • *I kind of see your point...* • *Anyway,...*

d. Try to react to what your partner is saying.

Useful language functions:
I totally agree with you... • *I think I know what you mean, but...* • *I'm with you on that one and I think...*

e. Ask your partner questions / his / her opinion to keep the conversation going.

Useful language functions:
How do you feel about...? • *Can you explain what you mean by...?* • *I'm not sure I'm following you, can you run that by me again?*

Teen line: Giving advice

Check out
SB, pp. 38-39

You are going to have a short conversation with your partner in which you ask / give advice.

Student A: You notice that your partner is acting strange. Try to find out what's wrong. Listen carefully and then give your advice. Remember to offer practical examples and suggestions rather than simply sticking to general advice.

Student B: Choose a card below and present your problem to your partner. Then, ask for their advice. Remember to listen and to react to what they are saying by offering counterarguments rather than just accepting their advice if you don't think it is appropriate.

Decide who goes first. Once each student has had a go, swop roles and start again.

Training challenge

In this exercise, practise sharing speaking time with one another. This may mean that you need to think of ways to involve your partner in the conversation if they are not saying very much!

Scenario cards

Card A
You have a boyfriend / girlfriend. You suspect they are not being faithful to you. You want to react but don't want to come across as being crazy and jealous. What should you do?

Card B
You have been invited to the party of the year this Saturday. The problem is that you already went to a party last weekend and you have a big test on Monday. What should you do? How can you convince your parents to say yes?

Card C
You have been saving up money to buy a new phone. You have your heart set on a famous brand, but then you notice that there is a white label phone that appears to be just as good and half the price. What should you do?

Card D
You recently found out that one of your friends is speaking about you behind your back. You notice that your other friends are reacting to you differently. All you want is for things to go back to the way they were before. What should you do?

Language functions:

Asking for / Giving advice

- *I've noticed that you have been acting a bit strange lately. Is there anything that you'd like to get off your chest?*
- *I know that I don't really know what you feel, but I'm going to tell you what I'd do if I were you / were in your shoes.*
- *In my opinion, the first thing you need to do is to calm down. Then, you...*
- *Well, now that you ask, there is something that I'd like to share with you.*
- *Do you think that you have a minute? There's something I need help with / that I'd like to ask you.*
- *I know you mean well, but I don't think that...*
- *I think that your suggestion to... is good advice, but I'm not so sure about the part when you suggest... because...*

Teen dreams: Survey

You are going to make and conduct a survey to determine what most teens' dreams are in your class / year or school. Have a conversation with your partner to agree on 6-10 questions for your survey.

Training challenge

In this exercise, practise involving your partner in the brainstorming and negotiating process so that you can come up with questions that you both feel happy with.

TIPS *to build an effective survey:*

a. Make questions that are short and simple. Nobody wants to answer a survey that takes longer than 5-10 minutes.

b. Make sure that every question is necessary and that your questions are not repetitive.

c. Use language that is clear and objective.

Don't ask: *Write three dreams that you can possibly attain in the future.*

Ask: *Write your top 3 dreams.*

d. Ask one question at a time.

Don't ask: *Which dream do you think is the most common teen dream?*

Ask: *Which is the most common teen dream?*

a. *falling in love*
b. *being popular*
c. *getting good marks*

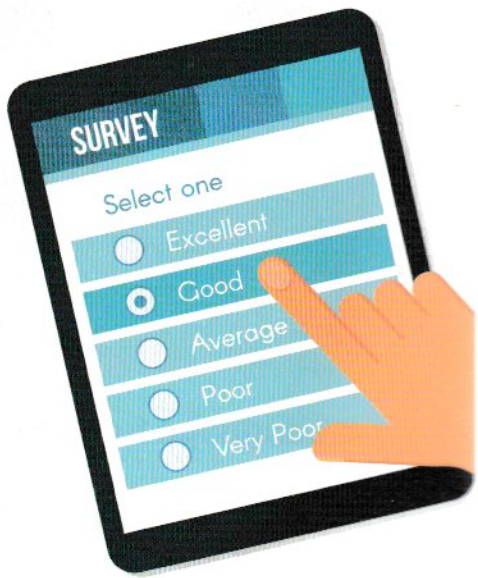
e. Avoid true / false questions.

Don't ask: *Most teens dream of having a boyfriend / girlfriend.*

a. *True* **b.** *False*

Ask: ***To what degree*** *do most teens dream of having a boyfriend / girlfriend?*

a. *Not at all*
b. *Slightly*
c. *Moderately*



Language functions:

Brainstorming	Negotiating
• *Do you have any ideas?* • *Would you like to make a suggestion?* • *I have an idea. Why don't we...?* • *Let's start off by brainstorming the general topics that we want to know about.* • *Should we start by...?*	• *Let's consider alternatives before we choose this question.* • *Perhaps we could ask this question instead?* • *I think we could / need to rethink this part.* • *I find this question... Do you agree?* • *I'm afraid I don't agree with this. Can we tweak it?*

Check out
SB, pp. 76-77

Small talk: Roleplay

You are going to invent a conversation to roleplay with a partner. It should be based around a situation in which you make small talk.

Training challenge

In this exercise, practise facing your partner and using your body language, like your facial expressions to encourage your partner to continue making small talk.

TIPS to ace small talk:

a. Ask open ended (how and why) questions.

b. Make a comment on what your partner said and ask them to elaborate further.

c. Speak for more or less 30 seconds and then hand over to your partner.

d. Avoid answering questions in a short way. Always try to develop the conversation by giving examples or making personal comments.

Small talk topics:

Language functions:

Starting conversations	Making comments
• *What brings you here?*	• *No way! That's incredible.*
• *Have you heard the latest news about...?*	• *I can totally see what you're getting at.*
• *Having fun?*	• *I think most people can relate to that.*
• *When was the last time we saw each other?*	• *That definitely makes sense to me!*
• *What have you been up to?*	• *That's awful! So, then what did you do?*
• *How do you know...?*	• *You've got me there (instead of I don't know).*
• *How did you find out about...?*	• *You've got to be kidding me!*
• *What do you think of...?*	• *That's a good question / point!*
• *Who do you follow on Instagram?*	• *Can't argue with that!*
	• *Really? Can you tell me a bit more about that?*

Public appeal: Help us save...

You are going to make a public appeal in which you come up with reasons to help save an endangered language like the Mirandese language in the north of Portugal.

Training challenge

In this exercise, think of practical examples that you can give to develop your answers and help your partner understand the point that you are trying to make.

TIPS *for relevant and effective appeals:*

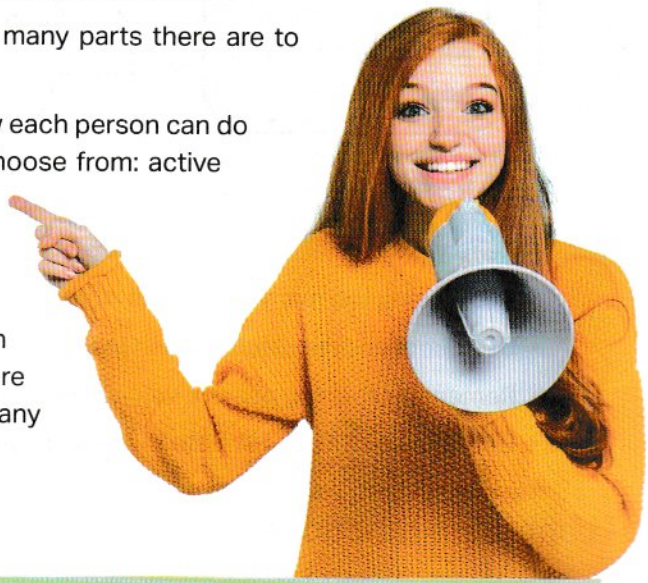
a. Start by finding a cause that you both agree on. It's easier to defend something or someone that you honestly believe in.

b. Gather data and statistics that exemplify / back up the points that you are trying to make.

c. Organise your arguments and back up your appeal.

d. Follow the format of a typical appeal:

1. Open by welcoming everyone and presenting yourself and your appeal.
2. Outline the structure of your appeal: explain how many parts there are to your talk and what you will focus on in each part.
3. Present your main issue / call to action. Explain how each person can do their part by giving various options for them to choose from: active participation and / or indirect help, like making a donation.
4. Present your final message.
5. Save a minute for a Q&A (Question / Answer) session to clarify any doubts your audience may have. Prepare 1-3 comments in case your audience doesn't have any questions.



Language functions:

Hypothesising and speculating	Presenting arguments
• *Can anyone guess what would happen if...?* • *I'm fairly sure that...* • *I'm pretty confident that...* • *Let's assume / imagine that...* • *Think of it. Unless we...*	• *If you give me a moment, I'll explain why we should...* • *Studies clearly demonstrate that...* • *The only way of ensuring that... is to...* • *According to the latest available statistics on the matter...*
Calling to action	
• *I think you'll find we can all...* • *Support this cause by...* • *Download the... and...* • *Sign our petition to...* • *Spread the word on social media by...*	• *Contact your local representative / town council and encourage them to...* • *Don't miss out on the opportunity to...* • *Donate a bit of your time and...* • *Come on, let's... What can it hurt?*

News report: Breaking local news!

You are going to work with your partner to report a local news story about something that is happening in your community and that you feel needs to be shared with others.

Training challenge

In this exercise, practise sharing speaking time with your partner. Avoid the temptation to dominate the conversation. Instead, work on handing over speaking time to your partner.

TIPS *for reporting a news story:*

1. Think of a good lede (introduction) for your story. A lede usually answers the 6 wh questions (**what** happened, **who** did it, **where**, **when**, **why** & **how** it happened).
2. Interview at least one person on the scene to make your story more humane and interesting.
3. End off with an objective summary / comment highlighting the most important fact(s) in the story.

Language tips:

- Keep your language simple and objective so that your story is easy to understand.
- Avoid using too many adjectives as they tend to make an article subjective.
- Use direct and reported speech to report what you find out.
- Remember that the passive voice makes your report sound more formal.
- Use relative clauses to relate the facts to your audience.

Language functions:

Reporting the story	Handing over
• *Right now, thousands of people in... are...* • *At this crucial moment we are facing an unprecedented challenge because...* • *For the past few months... have been...* • *When approached by..., a local / resident confirmed that...*	• *I hand you over to our local reporter who is...* • *Let's hear what our reporter on the scene has to say...* • *I've just received information that we are now ready to speak to...* • *With me in the studio I have... who...*
Interviewing someone	**Wrapping up**
• *I'd like to start off by thanking you for agreeing to keep our viewers informed and share your testimony today.* • *Can you please explain to our viewers what happened in your own words?* • *Mr. / Ms. ... you witnessed the event. What was it like? / What was your reaction like?* • *Can you tell us a bit more about it?*	• *While most people believe that... the people in... have shown us all that...* • *The example of the people in... clearly rings a bell and proves that...* • *Remember that you heard it here first!* • *This is (name) speaking for channel...* • *(Name) speaking for (channel) live in (place).*

Check out
SB, pp. 136-137

Social media: Debate

You are going to have a debate on the advantages and disadvantages of social media.

Training challenge

In this exercise, practise training so as not to interrupt the other house when they are presenting their arguments. Instead, jot down any comments you want to make and present them when it is your turn to speak again.

TIPS *to set up a debate:*

a. Decide who is house 1 that argues FOR the topic and who belongs to house 2 that argues AGAINST the topic / resolution.

b. The moderator introduces the 2 houses and the topic under debate.

c. House 1 argues in favour of the topic for 3-5 minutes.

d. House 2 argues against the topic for 3-5 minutes.

e. House 1 presents their final counterarguments and summarises their strongest arguments for 2 minutes.

f. House 2 presents their final counterarguments and summarises their strongest arguments for 2 minutes.

g. Both houses take turns to answer questions from the public.

h. The audience votes for the house with the strongest arguments. The result is announced and the debate is closed by the moderator.

Language functions:

Moderator: opening the debate	Moderator: closing the debate
• *Welcome everyone to today's debate. The motion that will be argued today is...*	• *This has been a very interesting debate and I'd like to thank everyone for their participation.*
• *On my right I have house 1, who will be arguing for the motion and on my left I have house 2, who will be arguing against today's motion.*	• *I'd like to invite the audience to vote now. Could everyone in favour of the motion raise their hand please? And now, could everyone against the motion raise their hand?*
• *House... is made up of the following speakers: ...*	• *It's time to present the results of today's debate. The winning house is...*
• *The debate today will be organised as follows. House 1 will begin by...*	

Arguing for / against	
• *Everyone knows that... so it's common sense to agree that one should argue in favour of / against today's motion that...*	• *Another pertinent point is...*
• *In light of the fact that... this house will be arguing in favour / against today's motion.*	• *You should also remember that...*
	• *Many people believe that... but this is a misconception because...*
	• *This house cannot accept the fact that...*

Suggestions – alternative debate topics:

Unit 3

The Media should not be trusted.

Traditional media has been replaced by digital media.

Unit 4

Should teens have unlimited screen time?

Humans should invest in technology to colonise other planets.

Discussion: Put yourself in my shoes!

You are going to have a discussion with your partner in which you choose a character below and put yourself in their shoes to discuss the importance of technology in their lives.

Training challenge

In this exercise, practise getting your partner to develop his / her thoughts by asking him / her follow-up questions so that he / she will continue speaking.

Teen 1

Thoughts:
I can't imagine life without wifi.

Feelings:
I feel anxious when I forget my mobile at home.

Values:
My friends are really important to me.

Hopes:
I hope to get a new smartphone for my birthday.

Teen 2

Thoughts:
My family and I fled the violence back home.

Feelings:
I like the way we use the internet to communicate with the outside world.

Values:
The most important thing in life is our family.

Hopes:
I dream of being able to go to school again.

Teen 3

Thoughts:
I have to help my dad in the fields when I get home from school.

Feelings:
I feel really happy that we now have electricity at home. Our village is very lucky.

Values:
You must respect your elders and always try to lend a helping hand.

Hopes:
I hope to leave my village and get a good job in the city someday.

Teen 4

Thoughts:
I have cerebral palsy, so I'll never be like everyone else.

Feelings:
I feel happy when I'm online.

Values:
Be grateful for what you have!

Hopes:
I hope that they will invent even more technology that helps me do the same things as everyone else.

Language functions:

Presenting your perspective	
• *Let me help you understand what my reality is like...*	• *I don't have the things that you take for granted because...*
• *My life is somewhat different from yours. You just have to look at... to understand that...*	• *Having access to technology is (still)... for us.*
• *As far as... is / are concerned, I...*	• *I see technology as being...*
• *The reason I say this is because...*	• *We (cannot) take things like... as given here and so...*
• *A typical day in my life starts at...*	• *I don't think that I will / would ever be able to...*

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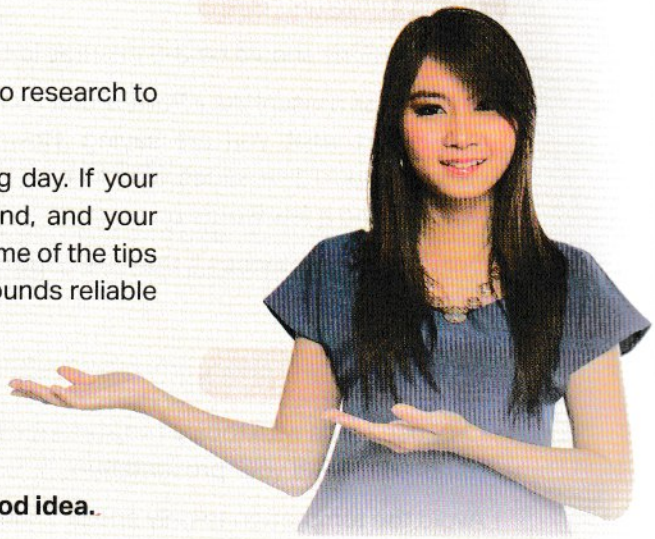
General tips on how to ace a presentation



Preparing your presentation:

1. The secret to a great presentation is making sure that you do research to include interesting facts that grab the public's attention.
2. The form of your presentation is also important for the big day. If your presentation is well organised, it will be easy to understand, and your public will enjoy listening to it. So, make sure that you use some of the tips below to guarantee that the content of your presentation sounds reliable and complete.

1 **Read the following tips and tick the ones that you think are a good idea.**

a. An interesting introduction to the topic in which you:

- ☐ Tell a story
- ☐ Tell a joke
- ☐ Begin with an interesting quote
- ☐ Ask a rhetorical question

Useful language functions:

Before I begin today, I'd like to tell you a... • ... once said that... • Have you ever thought about how...?

b. A well-organised body (the main part of your presentation) where you develop the topic. To spice things up, you can include:

- ☐ Facts
- ☐ The latest statistics / research
- ☐ Practical / famous / controversial examples of what you are saying
- ☐ Results of interviews you made
- ☐ Expert opinions
- ☐ An experiment that you present
- ☐ Objects that you can show the public
- ☐ A dilemma that you then solved

Useful language functions:

The following facts prove that... • This example illustrates the fact that... • The results of... confirm that...

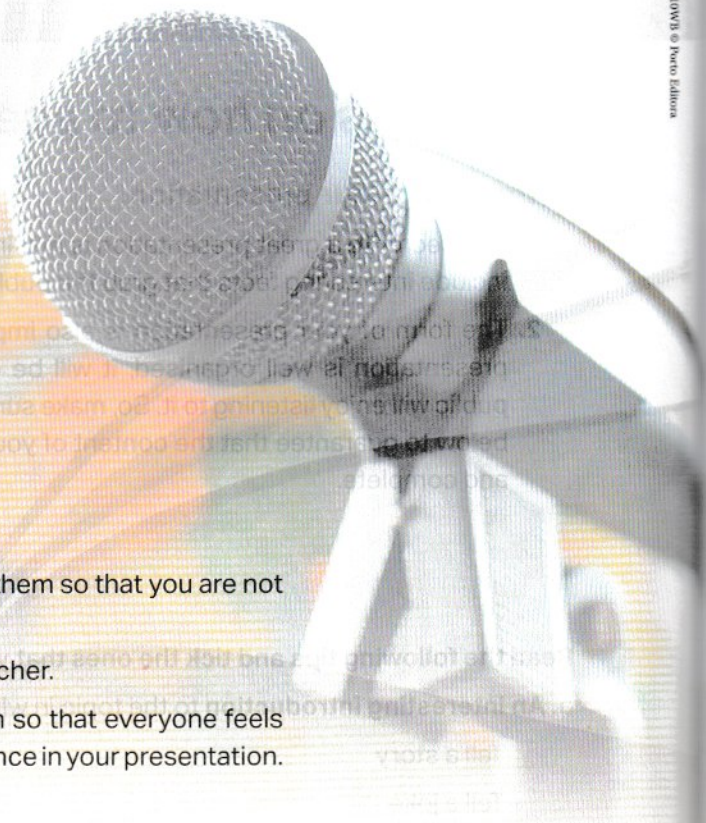
c. A strong conclusion: You should avoid the temptation to just end your presentation by saying "the end". Instead, prepare your audience for the idea that the presentation is about to end. Some options that you can use are:

- ☐ Summarise your main points
- ☐ End off with a story
- ☐ Present a vision of the future
- ☐ Ask a rhetorical question

Useful language functions:

Just before we conclude today, I'd like to... • Before ending off, I'd just like to... • Before I end my presentation, I'd like to ask you a final question... • I still have a minute, so I'd like to share a... with you today.

Speaking presentations



1 **Preparing your presentation:**

Please remember

- Presentations should be 3-5 minutes long.
- You can use a visual like a PowerPoint / poster to support what you are saying. However, visual support like slides should only have pictures and a few words on them.
- Only include sentences if they are quotes.

On the day

- Only use cards with topics / important info / key words on them so that you are not tempted to read your presentation.
- Avoid the temptation to only speak to and look at your teacher.
- Look at classmates in different corners of your classroom so that everyone feels like you are looking at them. This will help involve your audience in your presentation.

2 **Read the suggested topics below and make a short presentation on ONE of them in each unit.**

Unit 1

a. The perks of being a teen in the 21st century

b. Challenges teens have to deal with

c. A teen that you admire and why

Unit 2

a. A fascinating language that the world should learn

b. Your favourite book / poem

c. The advantages of speaking English nowadays

Unit 3

a. Your favourite film / TV series

b. A social influencer that is changing the world

c. An upstanding member of your community that you interviewed

Unit 4

a. Your favourite / The wackiest invention ever

b. An invention we simply couldn't live without

c. An inventor who deserves our respect

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Poet / Songwriter for a day...

Poems and songs are ways to share your thoughts with the world. Their messages stay with us long after we have heard or read them. Are you ready to find your inner voice and share it with the world?

Your speaking challenge

Step 1

Write a song / poem about a day in the life of a teenager.

Step 2

Re-read your work and check it for silly mistakes (spelling, repeated vocabulary, grammar, punctuation).

Step 3

Make a 3-5 min. presentation in which you present your song / poem to the class.

TIPS *to write a song / poem:*

a. Feelings are important in songs and poems, so get in touch with your emotions. Use descriptive language to help you express what you feel.

e.g. *Lonely like a single flower blowing gently back and forth in an open green field...*

b. Use rhyming words to give your song / poem rhythm.

*A teenager at my **school***	A
*Was always ever so **cool**.*	A
*He asked a girl on a **date***	B
*She said: "No way **mate**".*	B
*And so, he was nicknamed the **fool**.*	A

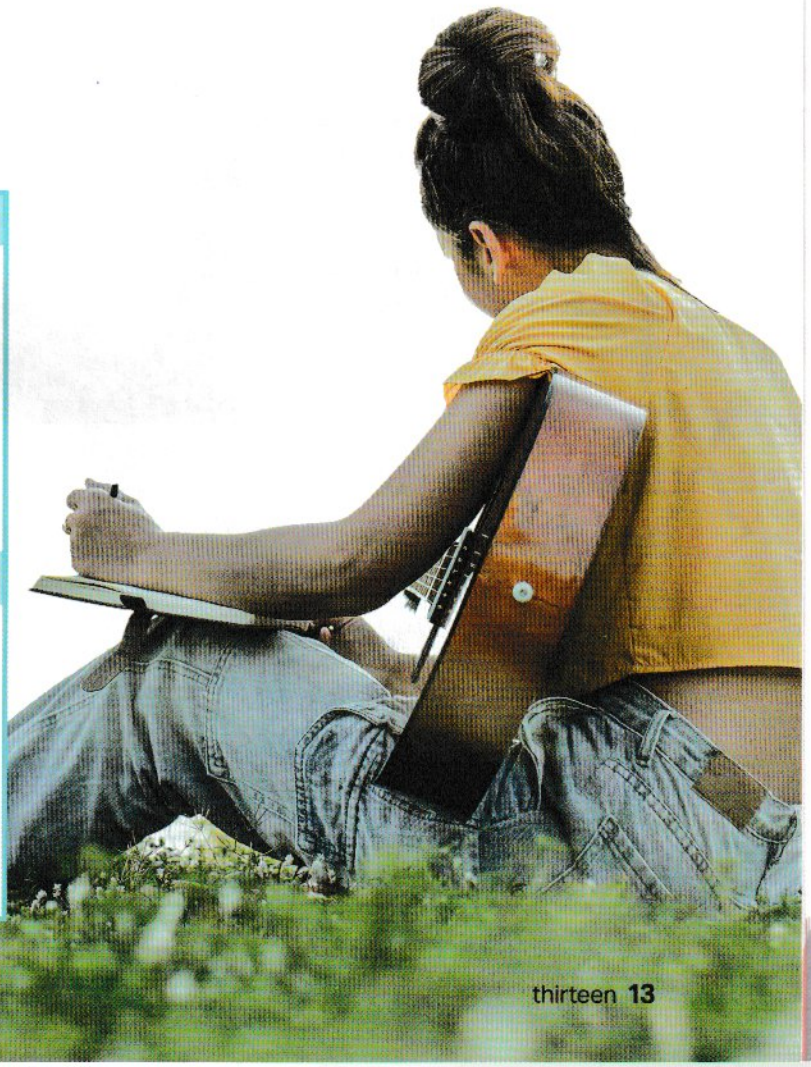
Language functions:

Beginning your presentation

- *I'd like to start off my presentation by sharing a... with you, so please sit back, relax and enjoy.*
- *Wallace Stevens once said that a poet looks at the world the way a man looks at a woman and so today, I want to invite you to experience what it's like to be a teenager through my eyes.*
- *Today I'm going to give you 3 clues to help you guess the topic of my... Here goes, clue 1..., clue 2..., clue 3... Any guesses?*

Ending your presentation

- *If my presentation today has struck a chord with you, then I challenge you to share it with others. In my opinion, sharing is the ultimate act of kindness.*
- *I hope my song / poem will live in your heart long after you have forgotten all about my presentation today.*
- *Hopefully, my presentation today has made you realise why people say that music makes the world go round.*
- *This brings my presentation to an end. I hope that you have enjoyed hearing it as much as I've enjoyed giving it.*



Game creator for a day...

Did you know that studies have shown that, when it comes to learning, games provide 23% gains over traditional instruction? This means that games actually help us learn a language!

Your speaking challenge

Step 1

Invent a game to help your classmates learn English. You can invent a traditional board game or a digital one if you prefer. Think of different levels your game could have and how each level would help the player learn a different aspect of English.

e.g. *Level 1: The player learns new words (vocabulary) as he / she plays the game.*

Level 2: The player listens to a set of instructions to successfully carry out a mission to get to the next level.

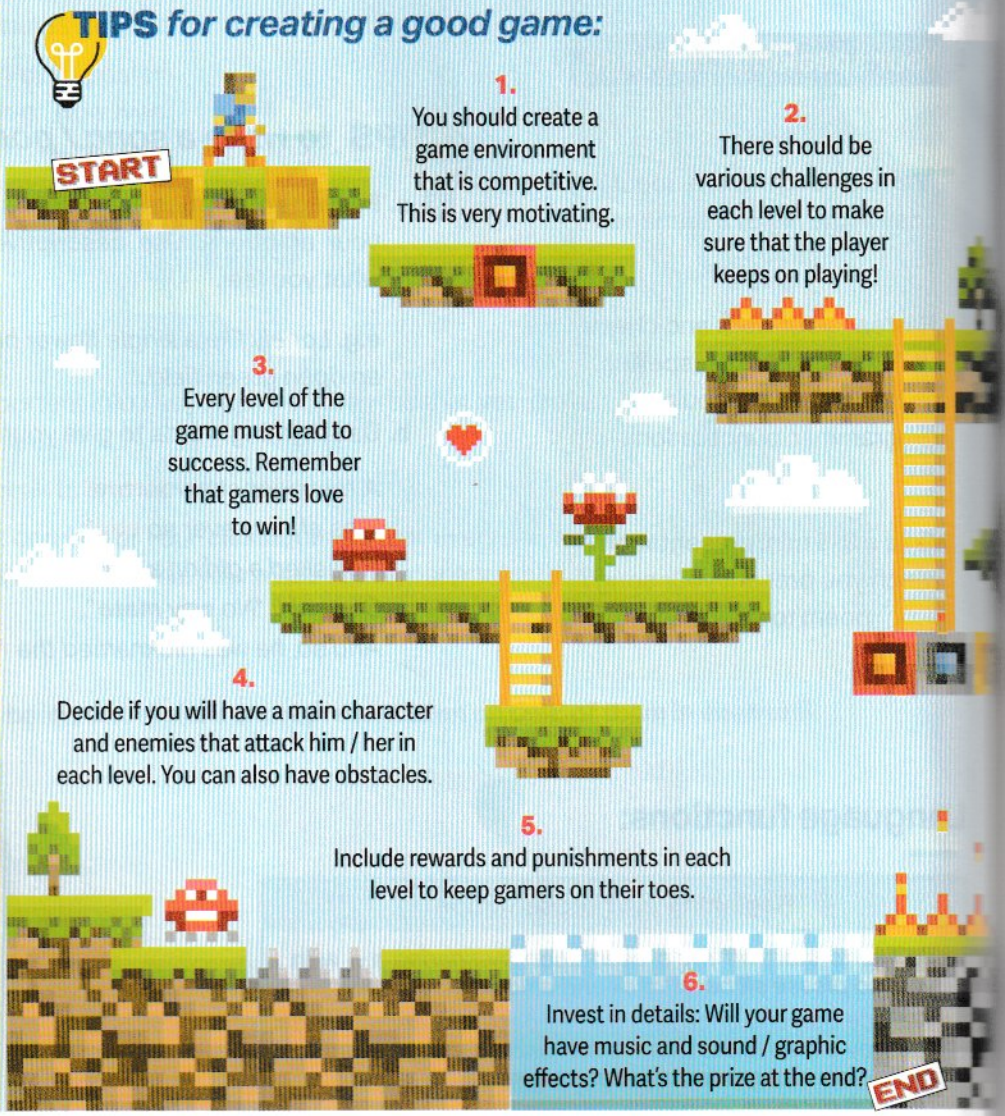
Step 2

Invent the English "challenges" for each level.

Step 3

Make a 3-5 min. presentation in which you present the game to the class.

TIPS for creating a good game:



Language functions:

Walking the audience through your presentation	Presenting your game
• *My presentation today is divided into... parts. We will begin by... Next, we will move on to... Finally, we will...*	• *The first thing that I'd like you to notice is the fact that...*
• *The highlight of my presentation is the part when we'll be looking at...*	• *Another important detail that should be stressed is...*
• *I'll save 1 minute at the end for any questions you may have. Please jot them down throughout my presentation so that I can answer them at the end for you.*	• *In this level the player is faced with the following challenge...*
• *We have already looked at..., so now it's time to...*	• *Studies have shown that... Therefore, this part aims to...*
	• *An interesting feature in this game is the fact that...*
	• *The main objective of this game is to...*
	• *Please pay attention to the way that...*

YouTuber for a day...

Did you know that every minute more than 500 hours of video are uploaded onto YouTube? Another amazing number is the fact that there are currently over 2 billion users on this video channel. This means that making a video to post on YouTube is a very effective means of catching people's attention.

Your speaking challenge

Step 1

Make a video about an issue that you think teens would like to find out more about.

Step 2

Make a storyboard so that you know what to say in your video.

Step 3

Film a 3-5 min. video and send it to your teacher / present it in class.

TIPS *Example:*

Project name HOW TO PREPARE FOR THE PERFECT DATE

Scene 1 Shot 1 Duration 30 sec
Sit on a bed and simulate a phone call inviting someone on a date. The person accepts.

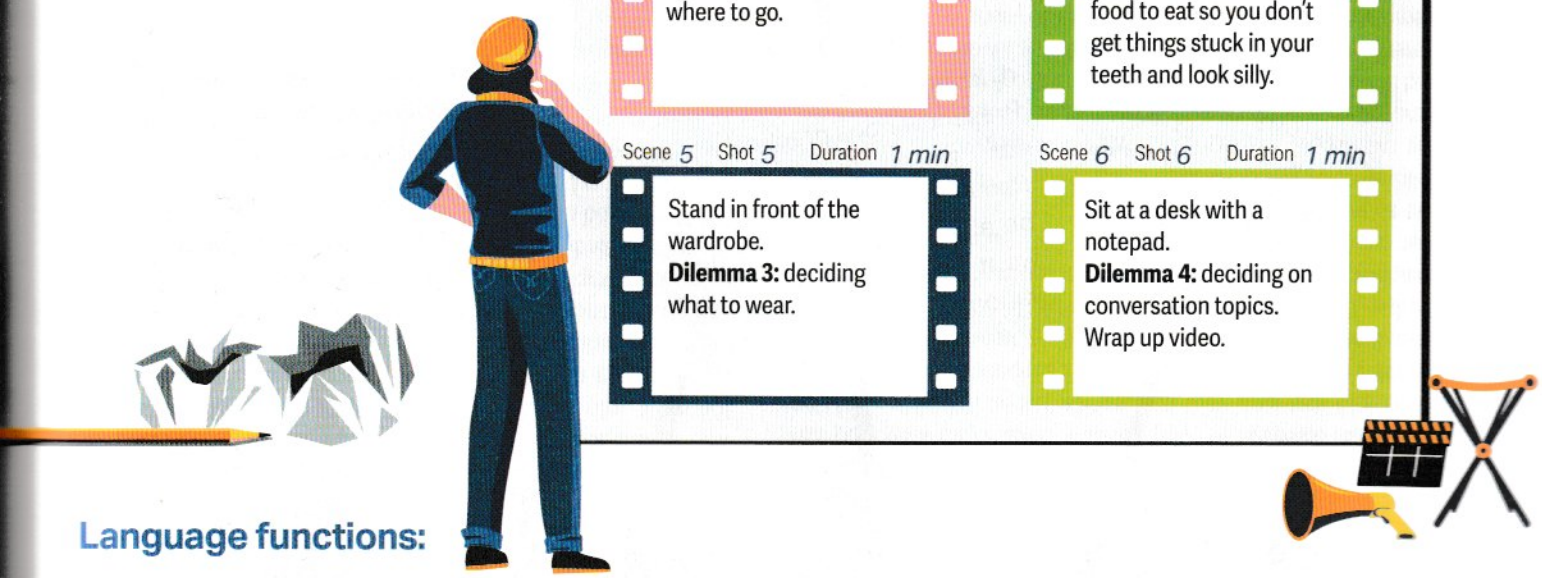
Scene 2 Shot 2 Duration 30 sec
Greet the viewer and explain that this video is about how to prepare for the perfect date.

Scene 3 Shot 3 Duration 30 sec
Stand in a different part of the room.
Dilemma 1: deciding where to go.

Scene 4 Shot 4 Duration 30 sec
Stand in front of the mirror and smile.
Dilemma 2: deciding what food to eat so you don't get things stuck in your teeth and look silly.

Scene 5 Shot 5 Duration 1 min
Stand in front of the wardrobe.
Dilemma 3: deciding what to wear.

Scene 6 Shot 6 Duration 1 min
Sit at a desk with a notepad.
Dilemma 4: deciding on conversation topics.
Wrap up video.



Language functions:

Introducing the video	Wrapping up your video
• *Hey... how are you? What's up? I was wondering whether you have any plans for... Do you think that you might want to...?*	• *Let's take a closer look at what exactly this implies.*
• *Hi guys! Welcome to my YouTube channel called... Today's video is about...*	• *This wraps up my video today. Hope it helps bring out the Cupid in you. Please leave your comments and likes in the section below.*
• *Welcome back. As you may have guessed today's video is all about...*	• *Remember to click on the subscribe button to stay up to date with my next videos.*

Social activist for a day...

Social activism is a mission to help bring about lasting social change. Anyone who feels passionate about a cause can become a social activist. All you need is to work hard to create an effective campaign that will convince others to join your cause.

Your speaking challenge

Step 1

Choose a cause that you strongly believe in and do some research to find out what you can do to support and further that cause.

Step 2

Plan your campaign to convince others to join your cause.

Step 3

Make a 3-5 min. presentation in which you present your campaign to the class.

TIPS to plan an effective activist campaign:

a. Start off by clarifying your cause. If people don't understand what your cause is and why it's important, they won't support it.

b. Remember to provide a context. If people can "see" who / what they are helping, there is a bigger chance they will help them.

c. Present your strategy and 1-3 goals. Then, explain how these will help further your cause.

d. Invite your audience to act. Present various practical ways for them to help you. Remember that people like to be able to choose what they want to do, so give them various options!

e. Think about who your audience is and adapt your message to that audience:

- *This person knows nothing / a bit / a lot about my movement, so I will...*
- *I'm speaking to a policy maker, so I need to adopt a formal approach.*
- *I'm speaking to a local business, so I need to explain how they can help fund my cause or...*

Language functions:

Defending your cause

- *Did you know that there are many people in our own community who...? This means that...*
- *The problem I want to address is...*
- *The solution I want to advance is...*
- *Please stop and think with me for a minute...*
- *I'd like to take the next few minutes to tell you all about / to explain how you can...*
- *I know what you are thinking. This is a really important problem which requires a complicated solution. But there is always something we can do to help like...*
- *Actually, there's lots you can do. You can... or you can... Another option is to...*